

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 JAN 23 PM 12:53 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Weslaco Independent School District	Vendor ID #	Mailing address line 1 319 West 4 th Street	
Mailing address line 2	City Weslaco	State TX	ZIP Code 78596
County- District # 108913	ESC Region # 1	US Congressional District # 15	DUNS # 076923143

Primary Contact

First name Raymond	M.I. A.	Last name Villarreal	Title Title 1 Director
Telephone # (956)969-6914	Email address rvillarr@wisd.us		FAX # (956)969-6867

Secondary Contact

First name Xavier	M.I.	Last name Salinas	Title Exec. Dir. For Elementary Ed.
Telephone # (956)969-6795	Email address xsalinas@wisd.us		FAX # (956)969-6749

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Raymond	M.I. A.	Last name Villarreal	Title Title 1 Director
Telephone # (956)969-6914	Email address rvillarr@wisd.us		FAX # (956)969-6867
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This executive summary is part of the Educator Excellence Innovation Program application that seeks to improve educator effectiveness in Texas public schools through funding of innovative practices that target the entire timeline of a teacher's career. The Weslaco Independent School District is a Title-1 funded district that has high levels of economically disadvantaged enrollment.

Weslaco ISD addresses each of the four required practices through targeted expansion, development of already existing programs, and the addition of pedagogical mentoring specialists who will be key in implementing the required practices as delineated in this grant. The induction of these mentoring specialists will ensure that mentorship is not only provided for new teachers but for all teachers to continue their professional growth in their teaching practice and content knowledge throughout their professional career. The practice of induction and mentoring builds on the district's long-standing tradition of requiring new teachers to attend a week-long training prior to the beginning of the school year where they are introduced to their mentors. Weslaco ISD has continually used multiple tools to evaluate teacher performance. In this application, Weslaco ISD will demonstrate how new tools and implementation will improve the evaluation process.

The school district has always provided teachers with timely and targeted professional development and collaborative opportunities. Through their expansion, the district will improve the effectiveness and build capacity of its teachers.

Weslaco ISD has always maintained a low turnover rate as further evidenced by the 2013 Texas Academic Performance Report. As the highest paying district in the region, additional compensation for elevated degrees, specialized certifications, additional duties, and staff development support are key contributors to the low turnover rate. Through the expansion of this strategic compensation, Weslaco ISD will be able to provide greater opportunities for educators and improve retention.

Additionally, Weslaco ISD's application addresses the two additional practices of recruiting and hiring, and career pathways. Expansion of the district's recruiting and hiring practices, will allow the district to bring in better qualified teachers that will be more effective in the classroom. Further development of career pathways will provide greater opportunities for specialization that will, in turn, benefit the instruction students receive.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 108913				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$504,600	\$	\$504,600	\$504,600	\$	\$	\$504,600
Schedule #8	Professional and Contracted Services (6200)	6200	\$216,400	\$	\$216,400	\$216,400	\$	\$	\$216,400
Schedule #9	Supplies and Materials (6300)	6300	\$240,600	\$	\$240,600	\$240,600	\$	\$	\$240,600
Schedule #10	Other Operating Costs (6400)	6400	\$14,400	\$	\$14,400	\$14,400	\$	\$	\$14,400
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	N/A	\$	N/A	N/A	\$	\$	N/A
Total direct costs:			\$976,000	\$	\$976,000	\$976,000	\$	\$	\$976,000
Percentage% indirect costs (see note):			\$24,000	\$	\$24,000	\$24,000	\$	\$	\$24,000
Grand total of budgeted costs (add all entries in each column):			\$1,000,000	\$	\$1,000,000	\$1,000,000	\$	\$	\$1,000,000
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$1,000,000			\$1,000,000			\$1,000,000
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			x .10
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$1,000,000			\$1,000,000			\$1,000,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 108913			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher			\$	\$	
2 Educational aide			\$	\$	
3 Tutor			\$	\$	
Program Management and Administration					
4 Project director			\$	\$	
5 Project coordinator			\$	\$	
6 Teacher facilitator			\$	\$	
7 Teacher supervisor			\$	\$	
8 Secretary/administrative assistant			\$	\$	
9 Data entry clerk			\$	\$	
10 Grant accountant/bookkeeper			\$	\$	
11 Evaluator/evaluation specialist			\$	\$	
Auxiliary					
12 Counselor			\$	\$	
13 Social worker			\$	\$	
14 Community liaison/parent coordinator			\$	\$	
Other Employee Positions					
15 Pedagogical Mentor Specialist	8	8	\$413,700	\$413,700	
16 Title			\$	\$	
17 Title			\$	\$	
18	Subtotal employee costs:		\$413,700	\$413,700	
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112 Substitute pay			\$39,600	\$39,600	
20 6119 Professional staff extra-duty pay			\$	\$	
21 6121 Support staff extra-duty pay			\$	\$	
22 6140 Employee benefits			\$51,300	\$51,300	
23 61XX Tuition remission (IHEs only)			\$	\$	
24	Subtotal substitute, extra-duty, benefits costs		\$90,900	\$90,900	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$504,600	\$504,600	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Ginger Tucker – New Teacher Orientation	<input type="checkbox"/>	\$6,000	\$6,000
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$6,000

\$6,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Ginger Tucker		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: New Teacher Orientation			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 1	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$160,400	\$160,400
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$160,400	\$160,400

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108913

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Region 1		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Pedagogical Strategies			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 240	\$30,000	\$30,000
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials		\$500	\$500
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$30,500	\$30,500
3	Specify topic/purpose/service: Dr. Moersh		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Level of teacher innovation			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 50	\$15,000	\$15,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$4,500	\$4,500
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$19,500	\$19,500
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108913		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$6,000	\$6,000
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$210,400	\$210,400
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$216,400	\$216,400

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108913					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Lab Tops	Pedagogical Strategies	8	\$1200	\$24,600	\$24,600
	2	Chrome Books	Develop Lesson	50	\$300		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$216,000	\$216,000
Grand total:						\$240,600	\$240,600

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108913		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$14,400	\$14,400
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$14,400	\$14,400

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 108913			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 108913			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			17,876		
Category	Number	Percentage	Category	Percentage	
African American	10	0%	Attendance rate	95.6%	
Hispanic	17,573	98%	Annual dropout rate (Gr. 9-12)	3.9%	
White	228	1%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	73%	
Asian	38	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	13%	
Economically disadvantaged	15,293	86%	Students taking the ACT and/or SAT	70.8%	
Limited English proficient (LEP)	4911	27%	Average SAT score (number value, not a percentage)	1440	
Disciplinary placements	356	2%	Average ACT score (number value, not a percentage)	17.6	
Comments					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	2.0	0.2%	No degree	15.2	1.4%
Hispanic	912.3	84.3%	Bachelor's degree	878.8	81.2%
White	145.2	13.4%	Master's degree	184.5	17.1%
Asian	12.0	1.1%	Doctorate	3.0	0.3%
1-5 years exp.	159	14.7%	Avg. salary, 1-5 years exp.	48,869	N/A
6-10 years exp.	253	23.4%	Avg. salary, 6-10 years exp.	51,366	N/A
11-20 years exp.	367.2	33.9%	Avg. salary, 11-20 years exp.	55,048	N/A
Over 20 years exp.	254.8	23.6%	Avg. salary, over 20 years exp.	65,255	N/A

For TEA Use Only

Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person:
--	--

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	831	1315	1491	1421	1382	1331	1321	1325	1314	1280	1683	1216	899	991	17800
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	831	1315	1491	1421	1382	1331	1321	1325	1314	1280	1683	1216	899	991	17800

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	23	65	74	71	69	64	63	59	58	59	81	73	69	66	895
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	23	65	74	71	69	64	63	59	58	59	81	73	69	66	895

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weslaco ISD understands that improved student achievement is tied to teacher effectiveness. Currently, Weslaco ISD's needs are based on the Texas Academic Performance Report include the following:

- Advanced Course/Dual Enrollment Completion
 - State: 30.6%
 - Region: 32.6%
 - District: 25.8%
- Annual Dropout Rate (Grades 9-12)
 - State: 2.4%
 - Region: 2.6%
 - District: 3.9%
- Average ACT Score
 - State: 20.5%
 - Region: 17.7%
 - District: 17.6%
- Economically Disadvantaged
 - State: 60.4%
 - Region: 85.1%
 - District: 85.7%
- English Language Learners
 - State: 17.1%
 - Region: 35%
 - District: 26.6%
- At-Risk
 - State: 44.7%
 - Region: 61.5%
 - District: 57.4%
- Teachers with Masters Degrees
 - District: 17%
 - Goal: 25%

Weslaco ISD's demographics represent a stark difference between state and districts needs. In targeting student improvement, consideration must be made for the high percentage of students that are English Language Learners, At-Risk, and Economically Disadvantaged. Additionally, the percentage of teachers with advanced degrees limits the educational opportunities students have when trying to earn college credit while still enroll in secondary schools. By improving teacher effectiveness, the dropout rate will decrease, the number of advanced courses and dual enrollment credits earned will increase, and student performance on the ACT will also rise.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student performance	Our greatest need is to improve student performance. Student performance is closely tied to all other needs. As we address all needs listed below, student performance will improve by an increase in overall scores in 3 rd grade-End-of-course exams in all content areas.
2.	Hire pedagogical mentor specialists	The grant will provide the funding and direction to hire pedagogical mentor specialists who will be fully dedicated to the mentoring of teachers to improve student performance.
3.	Improve teacher effectiveness	The grant will provide funding for more professional growth opportunities to participate in local, state, and national trainings and conferences where best-practices are being shared.
4.	Building teacher capacity	The grant will provide funding allowing a greater number of teachers to obtain their Master's Degree in a core content area for the purpose of providing greater dual credit opportunities for our students. Professional development will be provided for teachers to ensure students at all grade levels to meet the demands of post secondary education and the workforce.
5.	Student internship	The grant will provide funding allowing additional internship opportunities for our students. These will be a springboard for more education, training, and better-paying jobs. Internships will provide students the opportunity to go further than a high school credit, essentially acquiring college and readiness skills which are the focus of today's curriculum and tomorrow's success.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Title 1 Director	Masters Degree (required), principal experience, valid teacher's certificate
2.	Pedagogical Mentor Specialists	Masters Degree (preferred) in curriculum and instruction or content area, valid teacher's certificate, minimum 5 years of teaching experience
3.	Curriculum Directors	Masters Degree (required), valid teacher's certificate, minimum of 5 years teaching experience
4.	Curriculum Strategists	Masters Degree (required), valid teacher's certificate, minimum of 5 years teaching experience
5.	Human Resources Director	Masters Degree (required), valid teacher's certificate, minimum of 5 years teaching experience

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student performance	1. Previous year STAAR data analyzed	07/01/2014	09/30/2014
		2. Benchmark 1 data analyzed	12/15/2014	01/15/2015
		3. Benchmark 2 data analyzed	02/01/2015	05/31/2015
		4. Current year STAAR data analyzed	03/01/2015	07/31/2015
		5. Summer school enrollment	06/01/2015	07/31/2015
2.	Hire pedagogical mentor specialists	1. Identify pedagogical needs	04/01/2014	06/15/2014
		2. Develop job description	04/15/2014	07/01/2014
		3. Post position	05/01/2014	07/15/2014
		4. Interview candidates	06/01/2014	07/31/2014
		5. Board approval of new hires	08/11/2014	08/11/2014
3.	Improve teacher effectiveness	1. Develop timeline for specialists working with campuses	08/12/2014	08/22/2014
		2. Enhance instrument for evaluating teacher effectiveness	08/22/2014	09/14/2014
		3. Pedagogical mentor specialists implement staff development plan	08/22/2014	06/30/2016
		4. Analyze data on benchmarks and STAAR exams	10/01/2014	06/30/2016
		5. Pedagogical mentor specialists develop model lessons	08/22/2014	06/30/2016
4.	Building teacher capacity	1. Professional development conducted by pedagogical specialists	08/22/2014	06/30/2016
		2. Classroom teachers developing model lessons	08/22/2014	06/30/2016
		3. Teacher-led staff development	08/22/2014	06/30/2016
		4. Develop criteria for enrolling teachers in graduate courses	06/01/2014	06/15/2014
		5. Selected teachers will apply and enroll in graduate courses	08/22/2014	08/31/2016
		6. Participate and complete graduate courses	01/22/2015	08/31/2016

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Weslaco ISD, we currently monitor the attainment of goals and objectives through various methods. Weslaco ISD administrators run reports on benchmarks given twice a year to students beginning as early as kinder. Additionally, we examine the STAAR data for grades 3 – End-of-Course exams. The benchmark and STAAR reports include the overall percentage passing, percent of reporting categories correct, and percent of student expectations correct of each individual student, class, teacher, campus, and district. Teachers are monitored for the last five years on their student's performance on the TAKS and STARR exams. These reports, once analyzed, are shared with campuses through the weekly principal meetings, the content administrator advisory meetings, and at the TEKS Amplification meetings every six weeks.

Content strategists and curriculum directors meet with campus instructional facilitators every six weeks to review data and content lessons. Our superintendent meets with principals and central office administration weekly to review campus objectives, data, and their plans of action for each campus. Every six weeks content strategists meet with a teacher representative from every grade level at every campus to review the scope-and-sequence, data, and amplified lessons to meet their individual campus needs. The curriculum and instruction department and campus administrators ensure that goals and objectives are being met in the classroom through teacher observations and conferences, classroom walkthroughs, and PDAS evaluations.

The district's vision is communicated to the community and parents through KWES-TV (district news channel), local newspaper, campus parental meetings, newsletters, websites, public meetings (district level), and town hall meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our current means for assessing students is based on benchmark and STAAR data analysis. Campus and district administrators analyzed data using Eduphoria, District Reporting System, Confidential Student Reports, and Texas Academic Performance Reports.

Currently, we have one district administrator for each of the four core content areas for pre-kinder through 12th grade. These administrators meet with teachers at every campus to assist with curricular and pedagogical needs for each of the district's 19 campuses.

Weslaco ISD has a week-long institute in place for all teachers new to the profession and new to the district. Additionally, there are staff development opportunities held within and outside of the district. Campus administrators work to identify teachers in need of assistance and provide goals for improvement.

The district provides teachers with programs to help build their capacity. Currently in place are programs such as, the Harvard Grant for Math, Gear-Up, and Career Technology Education (CTE) certifications.

Student internship opportunities are available through work study, CTE, and office practice.

In order to maximize effectiveness, the Curriculum and Instruction department will analyze data from the two yearly benchmarks and STAAR results. They will then review data with campuses and pedagogical mentor specialists. The Curriculum and Instruction department will oversee and direct the pedagogical mentor specialists to ensure campuses are receiving the assistance needed.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Improve student performance	1.	STAAR Data
		2.	Benchmark 1 Data (Winter window)
		3.	Benchmark 2 Data (Spring window)
2.	Hire pedagogical mentor specialists	1.	STAAR Data analysis
		2.	Professional development logs
		3.	College- ready indicators
3.	Improve teacher effectiveness	1.	STAAR Data
		2.	Benchmark 1 Data (Winter window)
		3.	Benchmark 2 Data (Spring window)
4.	Building teacher capacity	1.	Professional development logs
		2.	Dual enrollment course offerings
		3.	STAAR/Benchmark data comparisons
5.	Student Internship	1.	Capstone Research Project
		2.	Student enrollment
		3.	Intern and employer surveys

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Action plans will be derived from the data received from each of the five evaluation methods listed above. Data on benchmarks will be drawn from Eduphoria. STAAR data will be analyzed using Confidential Student Reports and the Texas Academic Performance Report. This data will provide the information on the areas of strength and our areas of concern. This will then drive staff development and training provided by the Pedagogical Mentor Specialists. Teacher effectiveness and capacity will be the targeted goal of the specialists.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The induction system will focus on teachers who are new to the profession and the district. These teachers will be required to attend a week-long set of trainings that include: legal practices, employee benefits, PDAS evaluation, employee handbook, content curriculum and best pedagogical practices.

Within the induction system, mentors will be assigned to their mentees. The mentors are selected by campus administration through the following criteria: teaching ability, working with adults, sensitivity to viewpoints of others, willingness to be active and open listeners, interpersonal skills, ability to serve as role models, commitment to the program, best practices, as well as organization, communication, and management skills.

We want individuals whose teaching practices have demonstrated the ability to help others actively learn new knowledge, skills, and perspectives, as evidenced by student and supervisor feedback. When working with their mentees, they must demonstrate a collegial manner with an A-Team approach.

Mentors are role models for the new teachers; they must demonstrate high standards, ethics, and professionalism. Mentors must be well versed in interpersonal skills where they demonstrate empathy and trustworthiness. In order to develop a strong relationship with their mentee, they must be sensitive to the viewpoints of others. They must have ability to understand others viewpoints without judgment and adapt to various situations. As mentors they will also need to display a willingness to be active and open listeners when listening to their mentee's reflections and concerns.

A commitment to the program is essential. Mentors must demonstrate a willingness to go above and beyond to help a new teacher become successful through the teaching of best practices as well as organization, communication and management skills. Mentors, who are already teachers, have shown the ability to communicate to parents, colleagues, students, and others. They have also exhibited the organizational and management skills to successfully handle the daily challenges that teachers face.

Mentor training will be based on Lois J. Zachary's, *The Mentor's Guide: Facilitating Effective Learning Relationships*. Pedagogical mentor specialists will coordinate the implementation of mentor training in conjunction with campus administration. Zachary's program sets timelines, goals, and procedures that facilitate the mentoring process. Compensation for mentors will be in the form of stipends paid at the end of each semester. Mentor teachers will receive \$500 at the end of the first semester and an additional \$500 at the end of the second semester.

Mentors and mentees will meet 45-60 minutes a week. Meetings will take place prior to the school day, during conference periods or after school, depending on the individual schedules. Pedagogical mentor specialists will meet with mentors twice during each six weeks grading period. Meetings will take place at beginning and mid-point of each six weeks.

Mentees will have the opportunity to observe veteran teachers in their content areas once every six weeks grading period. Mentor teachers will observe mentee teachers twice every six weeks period.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Weslaco Independent School District is currently in its first year of implementing the Classroom Walkthrough with H.E.A.T. process in two of our elementary campuses and at one middle school. We would like to expand this vision to all our 19 schools. The process includes five critical steps including: Pre-Walkthrough, H.E.A.T Walkthrough, Post-Walkthrough, Group Data Analysis, and Group Action Plan. For the 2013-2014 school year, the three schools implementing this program currently focus on the first five steps emphasizing both reflective practice and system-wide continuous improvement. To support the successful monthly implementation of the Classroom Walkthroughs with H.E.A.T. protocol, all teachers will be required to participate in a teacher feedback survey inquiring about the participating teachers' feedback and perceptions relating to the classroom walkthrough experience.

The critical attributes of the Classroom Walkthrough with H.E.A.T. are to build administrators using a classroom walkthrough rubric. Weslaco ISD wants all administrators to gauge their own performance relating to the following criteria: timelines, summary, commendation(s), recommendation(s), and follow-up(s). Participating teachers are invited to provide feedback to each of these areas as part of the optional teacher feedback survey data collection. Additionally, monthly correspondence is prepared for each participating building principal. The correspondence provides detailed feedback on the prior month's classroom walkthrough progress, including recommendations for future walkthroughs.

All Weslaco ISD principals will be responsible for implementing this new evaluation system. Central office administration will monitor all classroom walkthroughs with Eduphoria.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Weslaco Independent School District currently employs the state-approved Professional Development Appraisal System (PDAS). The process includes a minimum of one 45-minute observation by a certified PDAS observer and completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction adopted in 1997 by the State Board for Educator Certification (SBEC). The domains are:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered Instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

Included in the appraisal system are Instructional Leadership Development (ILD) and Administrator Appraisal.

The PDAS requires first year teachers and teachers new to district receive an orientation. In addition, the PDAS Teacher Manual is to be given to all teachers. The WISD orientation is conducted annually during the first three weeks of the academic school year.

At the end of the academic year, a summative annual report is presented to each teacher. This report is shared five days before the summative conference. It must be conducted no later than 15 working days before the last day of instruction. The report includes an observation summary, walkthrough documentation, Third party/Teacher documentation and a completed Teacher Self Report. The summative conference must be completed no later than 15 working days before the last day of instruction.

At Weslaco ISD, we have created a teacher reporting system known as DRS or District Reporting System. This instrument allows for the measuring of teacher performance tied to student growth.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Campuses will integrate pedagogical meeting times into their master schedules. Pedagogical meeting will be scheduled weekly. Campuses will have an alternating schedule. One week teachers will focus on pedagogical needs by grade level and the next week they will focus on content. Each meeting will include time for reflection on teaching practices, observations, and data analysis.

Mentors will plan with Pedagogical mentor specialist at the beginning and mid-point of each six weeks. Meetings will include time for reflection, best practice instruction, and data analysis. Mentor teachers will reflect on their meetings with their mentees and the observations they've conducted. Best practices instruction will draw from book studies, webinars, and sharing resources from conferences.

Campus and district data analysis will draw from classroom assessments, six weeks exams, and district benchmarks.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

At the district level, professional development activities are planned and provided based on a review of benchmark results, information gathered by central office personnel through classroom walkthroughs, as well as by attendance at campus level department meetings. Every six weeks, a Content Area Administrator's Meeting (CAAM) is held in order to determine areas of need for professional development activities.

At a campus level, professional development activities are determined by daily classroom walkthroughs, disaggregation of student data, as well as, weekly teacher meetings. Once a determination is made of the areas of need, professional development activities are provided both at a district and campus level. The professional development activities take the form of formal staff development, book studies, campus and district departmental meetings, the demonstration of model lessons, and the allowance for teachers to observe other peer mentors.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Strategic compensation plan is based on responsibilities aligned to improving students' performance and teachers' pedagogical growth by ensuring guidelines that:

1. Measure student academic growth
2. Evaluate teachers' credentials such as Master's degrees, years of experience and additional responsibilities.

Stipends are provided to teachers with Master's degrees. This demonstrates the district's commitment in supporting and advocating continuous professional growth that will have a direct impact on student achievement. In addition, the District provides a stipend for department heads.

Department Heads are responsible for:

1. Disaggregation of data
2. Inducting department meetings to evaluate and review student scores
3. Providing help to their colleagues by providing teacher resources
4. Role modeling in helping colleagues implement effective teaching strategies. This instructional support might be in differentiating instruction or planning lessons in collaboration with their colleagues.
5. Facilitate professional development opportunities so that teachers can learn from one another; in doing so they can focus on what most directly improves their students' learning and is the more relevantly aligned to filling the gap in their students' performance.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Determination for district teaching needs for the upcoming school year are made early during the spring semester of the previous school year. The needs are based on projected student enrollment, a review of assessment results, and review of district staffing patterns and attrition. Once a determination is made as to what teaching vacancies will be available, all positions are advertised online. Applications that are received are submitted to the Human Resources Office. Upon receipt of the applications, each is reviewed to ensure that all required documents are turned in. In addition, each application is reviewed to determine whether each individual meets the federal definition of Highly Qualified. This entails the review of transcripts as well as areas of certification. Only the application names of those individuals who are deemed to meet highly qualified status are forwarded to the campus principals. The campus principals then conduct their own review of the applications and interviews are set up for only those applicants deemed to be of the highest quality. Applicants are then interviewed by a campus committee set up by the campus administration. After the interview process, a recommendation is submitted to the Human Resource Office, which checks references and conducts a final review of applicant's suitability.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Weslaco ISD adopted a research based high school redesign program that helps provides opportunities for teachers in the areas of leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, and providing pedagogical professional development to administrators and teachers. Secondary campuses at Weslaco ISD were divided into Small Learning Communities. Each community contained career pathways associated with different careers. Campus administration, counselors and teachers were divided within each small learning community.

Professional development opportunities took and continue to take place at a campus, district, regional, and state level. These opportunities allow teachers to receive information about the state identified career clusters and incorporate that information in their instruction. Assigned administrators for each Small Learning Community evaluate their teachers and provide the necessary support to equip them with the skills to meet the needs of all students.

The following is a list that describes the purpose of the research-based redesign program:

- Adopt standards and assessments that prepare students to succeed in college and the workplace.
- Adopt standards that prepare students to compete in a global economy.
- Build data systems that measure student growth and success.
- Adopt systems that identify students in need.
- Career pathways implement coherent, compelling, and comprehensive education reform.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Challenges Weslaco ISD faces implementing the practices of the educator excellence innovation plan without grant funds include: inability to hire Pedagogical Mentor Specialists, provide additional strategic compensation for mentor teachers, provide teachers the opportunity to earn their masters degrees, and provide additional staff development on pedagogical practices.

As the keystone to the district's grant application, Pedagogical Mentor Specialists are a priority. They will be directly funded through the grant and their work with mentors and teachers is critical to the success of the grant. Pedagogical Mentor Specialists will rely heavily on the work of mentor teachers in order to effectively help improve teacher effectiveness. Mentor teachers are expected to go above and beyond in their duties and while compensation is currently in place, it does not provide for the additional duties and meetings the position will entail.

Key to building teacher capacity is the district's plan to provide teachers the opportunity to earn their masters degrees. Funding for this component is drawn directly from grant funds. Without the grant the district will not be able to afford the cost of teacher tuition.

The district currently provides a variety of staff development opportunities for teachers that target specific needs. Many of these opportunities have been reactionary rather than proactive. Grant funds would be used for proactive pedagogical staff development that would stem the need for reactionary trainings.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weslaco ISD has developed a timeline over the next two years to improve educator effectiveness with the help of the Educator Excellence Innovation Program. We've separated the timeline into four different parts to ensure success for the entire career of a teacher. The four objectives for our timeline are to improve student's performance, hire pedagogical mentor specialists, improve teacher effectiveness and build teacher capacity.

Starting in the spring of 2014, we will begin the process of hiring pedagogical mentor specialists. Starting April 1st, administrators will start identifying pedagogical needs and develop a job description. In May, Weslaco ISD will post a job opening for pedagogical mentors. By June, we hope to start interviewing candidates. During the board meeting in August, our school board trustees will approve the hire of the new mentors.

Starting in the summer of 2014, Weslaco administrators will analyze STAAR data from the previous year and Benchmark 1 and 2 throughout the school year. STAAR data from the current year will also be analyzed after each administration. Administrators will evaluate summer school enrollment numbers to determine effectiveness of the pedagogical mentoring system. This process will be monitored for an entire year.

In August, we will begin with our objective to improve teacher effectiveness. Administrators will develop a timeline for specialists working at campuses and enhance instruments for evaluating teacher effectiveness. In mid-August, pedagogical mentor specialists will be implemented into the staff development plan and develop model lessons. Administrator and mentors will analyze data on benchmarks and STAAR exam together through the years 2014, 2015 and 2016.

To build teacher capacity, as soon as mentors are hired we will have campus instruction facilitators and teachers attend a professional development seminar conducted by pedagogical specialists. After these meetings, we will have teachers develop model lessons and have teacher-led staff development.

Starting in June of 2014, administrators will develop criteria for enrolling teachers in graduate courses. Current teachers will apply to be eligible to have their graduate courses funded by the school district. Administrators will then select the teachers. In the fall of 2014, the selected teachers will apply and enroll in graduate courses. All selected teachers will participate and complete graduate courses by the fall of 2016.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Meetings were held with campus principals, Curriculum and Instruction staff, and our Human Resource director in order to share information regarding the general parameters of the plan. During the meetings all stakeholders were provided the opportunity to voice concerns, provide input and indicate their commitment in carrying out the elements indicated in the plan.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the EEIP will be district-wide. All campuses will participate. Pedagogical mentors will work with teachers from every campus.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: